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ABSTRACT

This document presents twenty-two instruments for the examination of practices in school management by principals. They are an outcome of the Principals 505 Project, which was intended to develop competency standards for the certification of principals based on observed classroom practice. The instruments organize descriptors, which identify actual competencies in action, into an easy-to-follow observation method. The instruments are presented in four categories, dealing with competencies in organizational management, resource management, community relations, and instructional management. (MJB)

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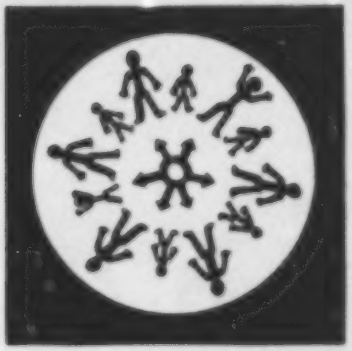
OBSERVATION INSTRUMENTS FOR IDENTIFYING THE COMPETENCIES OF PRINCIPALS IN SCHOOL PRACTICE



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March, 1977

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OBSERVATION INSTRUMENTS FOR IDENTIFYING THE COMPETENCIES OF PRINCIPALS IN SCHOOL PRACTICE

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March, 1977

INTRODUCTION

This document is an outcome of the two-year Principals 505 Project which was intended to develop Competency Standards for certification of principals based on observed classroom practice. School surveys led to the identification of descriptors that described an actual competency in action. These documents organize the information reported in the Proncipals 505 report in a different manner. These forms are designed to be used as observation instruments for examination of school practice by principals.

What actually happens in schools is what determines the quality of the school. These materials form the basis for a School Practices Observation System Classroom which

(a) determines what actual practices would occur in schools if a specific expectation was implemented

(b) identifies actual practices that occur in schools

(c) can be adapted by each school or for each program to measure practice against expected outcomes (results)

The system has two components

(a) a descriptive statement of performances that can be observed in a school or classroom if an expectation or competency is actually implemented (indicators)

(b) a descriptive statement of the expectations or competencies that are being examined (categories)

The indicator of performance is that essential descriptive action on the part of principal, teacher, student, or other that indicates that an objective or competence has had an effect on the person or the environment affected. Each statement is considered a distinct single event that can be rated yes, partial, or no.

The competency statement describes actively what the principal is expected to be able to do as a result of training experience, or background in an instructional setting.

The process for utilizing the instrument follows:

(a) Determine what specific job/role will be observed

b) Determine what the competencies/objectives/outcomes/results are expected of the person performing the job/role in the particular school/system.

(c) Detemine indicators for each competency/objective/outcome/result that would show that the person performing the role/job would be doing what was expected.

(d) Determine indicators for each of the role/job that show that others have been influenced in the expected direction.

(e) Select the key indicators to be observed for each competency. Include at least one indicator for each other job/role involved.

It is most effective to include the person being observed/evaluated and the observer/supervisor together in the process for identifying the competency statements and selection of the relevant indicators.

It is important to remember that the purpose of the instrument is to document actual practice in the classroom - what principals, teachers, and students actually do. Then by analysis of what actually occurred or can determine if a competency has been attained and if a training program or revised expectations are needed. The approach used here assumes that actual practice is more stable and significant that expectations. Movement toward competency requires a systematic concern for actual practices and areas where change in actual practice is needed if a competency is to be demonstrated. Knowing what is, makes determing what to change more realistic and systematic.

PRINCIPAL OBSERVATION SCHEDULE

Management of the Organization

Competency: Principal conducts interviews of candidates for employment to evaluate them in terms of skills and philosophy that relate to school programs.

A-1

Indicators

What principal does:

1. articulates school's philosophy and programs — yes partial no
2. structures a formal interview process — yes partial no
3. articulates attitudes and skills needed to implement school philosophy and programs — yes partial no
4. lists strengths and weaknesses of candidates in terms of philosophy, program, and needed attitudes and skills. yes partial no

Comments:

What teachers do:

1. participate in interview process — yes partial no
2. assist in development of attitudes, skills, program and philosophy statements — yes partial no
3. report on evaluation of candidates in terms of attitudes, skills, philosophy, programs. — yes partial no
4. demonstrate acceptable school practice yes partial no

Comments:

What students do:

1. _____ — yes partial no
2. _____ — yes partial no
3. _____ — yes partial no

Comments:

What others do:

Dept. heads. 1. participate in interview process — yes partial no

Dept. heads 2. report on evaluation of candidates in terms of attitudes, skills, philosophy, and programs — yes partial no

Dept. heads. 3. participates in interview process and reports on evaluation of candidates. — yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Organization

Competency: Principal evaluates applications, transcripts, and recommendations of candidate for employment.

A-2

Indicators

What principal does:

1. prepares checklist of background, attitudes, skills, knowledges, and experiences needed for specific position. yes partial no
2. completes checklist on all candidates yes partial no
3. _____ yes partial no

Comments:

What teachers do:

1. review checklist yes partial no
2. _____ yes partial no
3. _____ yes partial no

Comments:

What students do:

1. _____ yes partial no
2. _____ yes partial no
3. _____ yes partial no

Comments:

What others do:

Dept. head 1. review checklist yes partial no

Community 2. review checklist yes partial no

_____ 3. _____ yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Organization

Competency: Principal recommends candidates for employment.

A-3

Indicators

What principal does:

1. prepares written summary of checklist and interview results. yes partial no
2. prepares written recommendation for action by superintendent and school board yes partial no
3. reviews recommendation with faculty and community. yes partial no

Comments:

What teachers do:

1. reviews written recommendation and comments where appropriate yes partial no
2. yes partial no
3. yes partial no

Comments:

What students do:

1. yes partial no
2. yes partial no
3. yes partial no

Comments:

What others do:

Dept. head and Community

1. reviews written recommendation and comments where appropriate. yes partial no

Superintendent and Board.

2. reviews written recommendation and selects candidates. yes partial no
3. yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Organization

Competency: Principal establishes lines of authority and responsibility.

A-4

Indicators

What principal does:

1. prepares written summary of roles, responsibilities, decision making processes for all personnel in school. yes partial no
2. prepares written summary of roles, responsibilities, and decision making processes for school and central office. yes partial no
3. assigns item to appropriate person, role, or process for action. yes partial no
4. identifies areas of joint decision making. yes partial no

Comments:

What teachers do:

1. describe channel for decision making or action yes partial no
2. describe roles and responsibilities including areas of joint decision making. yes partial no
3. _____ yes partial no

Comments:

What students do:

1. report on roles and responsibilities of teachers and principal. yes partial no
2. _____ yes partial no
3. _____ yes partial no

Comments:

What others do:

Community 1. describes distinct roles and responsibilities for administrative, instructional, and support personnel. yes partial no

Superintendent 2. describes distinct role and responsibility and areas of decision making for school and central office. yes partial no

_____ 3. _____ yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of the Organization

Competency: Principal makes assignment of staff which match identified capabilities and school needs.

A-5

Indicators

What principal does:

1. arranges staff schedules so that teachers are provided planning time and resource persons to develop programs that serve student needs. yes partial no
2. organizes teachers into teams with complimentary capabilities. yes partial no
3. selects personnel to increase breath of capabilities on staff. yes partial no

Comments:

What teachers do:

1. plan instructional program to respond to student needs. yes partial no
2. work together to diagnose and prescribe programs for learners. yes partial no
3. cover a variety of assignments during the school year. yes partial no

Comments:

What students do:

1. complete diagnostic instrument yes partial no
2. work with different teachers at different times. yes partial no
3. yes partial no

Comments:

What others do:

1. yes partial no
2. yes partial no
3. yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of the Organization

Competency: Principal outlines a program for evaluating teacher performance.

A-6

Indicators

What principal does:

1. establishes a calendar for evaluation process planning session, observation session, and analysis session. yes partial no
2. provides a list of criteria for performance evaluation. yes partial no
3. _____ yes partial no

Comments:

What teachers do:

1. reviews list of criteria and recommends clarifications and changes yes partial no
2. reviews calendar for evaluation process. yes partial no
3. _____ yes partial no

Comments:

What students do:

1. _____ yes partial no
2. _____ yes partial no
3. _____ yes partial no

Comments:

What others do:

1. _____ yes partial no
2. _____ yes partial no
3. _____ yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of the Organization

Competency: Principal evaluates staff members in terms of their performance.

A-7

Indicators

What principal does:

1. observes teaching performance — yes partial no
2. records observations on list of criteria — yes partial no
3. reviews observation with teachers and prepares written evaluation. — yes partial no

Comments:

What teachers do:

1. performs teaching tasks — yes partial no
2. completes self-evaluation in terms of list of criteria — yes partial no
3. reviews principal review and comments. — yes partial no

Comments:

What students do:

1. — yes partial no
2. — yes partial no
3. — yes partial no

Comments:

What others do:

Superintendent 1. receives principal written reports of evaluation. — yes partial no

2. — yes partial no

3. — yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Organization

Competency: Principal identifies those aspects of the teacher's instruction in need of improvement and assist teacher in improving instruction.

A-8

Indicators

What principal does:

1. lists areas of needed improvement based on observation and evaluation of performance. yes partial no
2. lists programs for performance improvement including resources and time to be provided as support. yes partial no
3. meets with small groups of teachers for planning instructional improvement yes partial no
4. meets with individuals to reach agreement on individual's performance improvement program yes partial no

Comments:

What teachers do:

1. select areas for improvement yes partial no
2. reaches agreement on performance improvement program yes partial no
3. complete performance improvement program agreed to with principal yes partial no

Comments:

What students do:

1. improve classroom performance yes partial no
2. yes partial no
3. yes partial no

Comments:

Superintendent

What others do:

1. provides time and money needed for performance improvement program. yes partial no
2. yes partial no
3. yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Organization

Competency: Principal makes decisions concerning continuation or dismissal of teachers and granting of tenure in accordance with district regulations and union contracts.

A-9

Indicators

What principal does:

1. summarizes evaluation reports in terms of criteria for continuation, dismissal, and/or tenure. yes partial no
2. prepares written recommendation to Superintendent. yes partial no
3. reviews reports and written recommendation with teachers. yes partial no

Comments:

What teachers do:

1. reviews reports and comments where appropriate. yes partial no
2. reviews written recommendations and comments where appropriate. yes partial no
3. _____ yes partial no

Comments:

What students do:

1. _____ yes partial no
2. _____ yes partial no
3. _____ yes partial no

Comments:

What others do:

Superintendent

1. reviews principal's recommendation and report for accuracy and appropriateness of process. yes partial no
2. _____ yes partial no
3. _____ yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Organization

Competency: Principal provides program for the orientation of personnel.

A-10

Indicators

What principal does:

1. outline orientation program
   yes partial no
2. provides training program for all personnel
   yes partial no
3. evaluates training events
   yes partial no

Comments:

What teachers do:

1. participate in orientation program
   yes partial no
2. prepares written evaluation of program
   yes partial no
3. yes partial no

Comments:

What students do:

1. yes partial no
2. yes partial no
3. yes partial no

Comments:

What others do:

Superintendent
1. provides time and budget needed for orientation program. yes partial no
2. yes partial no
3. yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Organization

Competency: Principal develops a school envisionment which encourages respect for rights of staff and pupils.

A-11

Indicators

What principal does:

1. responds promptly to teacher questions and requests. yes partial no
2. inquires about teacher needs yes partial no
3. provides comfortable work space yes partial no

Comments:

What teachers do:

1. asks principal for help yes partial no
2. report that principal is supportive, available, approachible. yes partial no
3. yes partial no

Comments:

What students do:

1. participates actively in school council and other school events yes partial no
2. yes partial no
3. yes partial no

Comments:

What others do:

Parents 1. report active student involvement in organized school activities. yes partial no

2. yes partial no

3. yes partial no

Comments:

Competency: Principal demonstrates knowledge of and skill in interpersonal relations.

A-12

Indicators

What principal does:

1. establishes and acts on a clear process for problem solving. yes partial no
2. establishes and acts on a process for receiving reactions from parties involves. yes partial no
3. listens to positive and negative comments. yes partial no

Comments:

What teachers do:

1. talks directly to principal about concerns yes partial no
2. describe the good things that are happening. yes partial no
3. yes partial no

Comments:

What students do:

1. talk directly to principal about concerns. yes partial no
2. yes partial no
3. yes partial no

Comments:

What others do:

Parents 1. talk directly to principal about concerns.

2. indicates the good things that are happening. yes partial no

Supt. 1. describes school climate in positive human terms. yes partial no

yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Resources

Competency: The Principal manages the fiscal affairs of the school.

B-1

Indicators
What principal does:

1. operates the program within a budget — yes partial no
2. establishes a process by which staff develops program needs, department heads develop area needs & principal establishes school needs — yes partial no
3. negotiates budget with central office — yes partial no
4. maintains records, files & appropriate reports — yes partial no

Comments:

What teachers do:

1. participate in budget preparation process — yes partial no
2. request expenditures within budget — yes partial no
3. _____ — yes partial no

Comments:

What students do:

1. _____ — yes partial no
2. _____ — yes partial no
3. _____ — yes partial no

Comments:

What others do:

Supt. 1. negotiates budget with principal — yes partial no

2. _____ — yes partial no

3. _____ — yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Processes

Competency: The Principal maintains records required by law.

B-2

Indicators

What principal does:

1. keeps appropriate records of classroom observations — yes partial no
2. keeps inventories and records of equipment, materials and supplies in the building — yes partial no
3. keeps up to date financial reports — yes partial no
4. provides for security of records — yes partial no

Comments:

What teachers do:

1. files reports on schedule — yes partial no
2. — yes partial no
3. — yes partial no

Comments:

What students do:

1. — yes partial no
2. — yes partial no
3. — yes partial no

Comments:

What others do:

1. — yes partial no
2. — yes partial no
3. — yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Resources

Competency: The Principal provides for the maximum use of facilities.

B-1

Indicators

What principal does:

1. schedules instructional space for maximum utilization — yes partial no
2. arranges for the conversion of storage and all-purpose rooms to observation and resource rooms — yes partial no
3. arranges for community use of classrooms, gymnasium, cafeteria, etc. — yes partial no

Comments:

What teachers do:

1. share space — yes partial no
2. use resource and observation spaces — yes partial no
3. _____ — yes partial no

Comments:

What students do:

1. move from place to place efficiently — yes partial no
2. _____ — yes partial no
3. _____ — yes partial no

Comments:

What others do:

Community 1. schedule and use school facilities — yes partial no

2. _____ — yes partial no

3. _____ — yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Resources

Competency: The Principal develops procedures for handling emergency and accident situations.

B-4

Indicators
What principal does:

1. plan and conduct fire, civil defense, and other safety drills and exercises — yes partial no
2. post procedures in public places — yes partial no
3. _____ — yes partial no

Comments:

What teachers do:

1. indicate knowledge of procedures — yes partial no
2. _____ — yes partial no
3. _____ — yes partial no

Comments:

What students do:

1. indicate knowledge of procedures — yes partial no
2. _____ — yes partial no
3. _____ — yes partial no

Comments:

What others do:

1. _____ — yes partial no
2. _____ — yes partial no
3. _____ — yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Community Relations

Competency: The Principal organizes, maintains and strengthens liaison with parents, community, central office, the public and mass media about school events.

C-1

Indicators

What principal does:

1. prepares announcements about school events — yes partial no
2. makes presentations to groups and on mass media — yes partial no
3. survey community attitudes and needs — yes partial no
4. prepares plan for response to parent, community concerns — yes partial no

Comments:

What teachers do:

1. share information with principal for distribution to community — yes partial no
2. _____ — yes partial no
3. _____ — yes partial no

Comments:

What students do:

1. _____ — yes partial no
2. _____ — yes partial no
3. _____ — yes partial no

Comments:

What others do:

Parents 1. follow channels to state concerns and gather information — yes partial no

2. _____ — yes partial no

3. _____ — yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Instruction

Competency: Principal Demonstrates Knowledge of current curriculum trends.

D-1

Indicators

What principal does:

1. describes different learning theories that could apply to student population — yes partial no
2. describes different teaching approaches that could be used with student population — yes partial no
3. describes different materials that could be used with student population. — yes partial no

Comments:

What teachers do:

1. report that curriculum materials are reviewed on a regular basis. — yes partial no
2. report that curriculum revision is discussed by the principal — yes partial no
3. report that learning styles of students are discussed by the principal. — yes partial no

Comments:

What students do:

1. use materials designed for use by individuals — yes partial no
2. use some materials that are different for each of them. — yes partial no
3. keep track of what they do — yes partial no

Comments:

What others do:

Parents 1. report that curriculum is reviewed regularly — yes partial no

Supt. 2. reports that curriculum is reviewed regularly — yes partial no

Board 3. approve changes in approved curriculum — yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Instruction

Competency: The Principal organizes classroom offerings and training to respond to aims and objectives of schools.

D-2

Indicators

What principal does:

1. interprets school objectives and policies to staff — yes partial no
2. organizes classroom objectives in terms of school objectives — yes partial no
3. plans with faculty a staff development program to provide skills needed to implement objectives — yes partial no
4. provides released time for workshops and seminars — yes partial no
5. develops daily schedule for students & teachers that implements objectives — yes partial no
6. arranges for evaluating existing programs based on objectives — yes partial no

Comments:

What teachers do:

1. prepare plans for implementing objectives — yes partial no
2. attend workshops and institutes — yes partial no
3. improve instructional materials — yes partial no

Comments:

What students do:

1. — yes partial no
2. — yes partial no
3. — yes partial no

Comments:

What others do:

1. — yes partial no
2. — yes partial no
3. — yes partial no

Comments:

Management of Instruction PRINCIPAL OBSERVATION SCHEDULE

Competency: Principal demonstrates an open attitude toward teacher initiated change.

D-1

Indicators

A. What principal does:

1. describes the climate for change in the school — yes partial no
2. responds to teacher requests and communicates with teachers about instruction — yes partial no
3. describes school practices originated by teachers — yes partial no
4. makes a decision that includes teacher suggestions — yes partial no

Comments:

B. What teachers do:

1. present verbal alternatives for consideration — yes partial no
2. report that their suggestions are accepted by principal — yes partial no
3. present written recommendations for action — yes partial no

Comments:

C. What students do:

1. go to teachers for program directions — yes partial no
2. go to teachers with suggestions — yes partial no
3. report that teachers decide what will be done. — yes partial no

Comments:

D. What others do:

Parents 1. receive school memoranda from teachers — yes partial no

Supt. 2. addresses requests to school principal and teachers — yes partial no

Board 3. receive recommendation for program from group when teacher is spokesperson. — yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Instruction

Competency: The Principal demonstrates a knowledge of the methods for initiating and evaluating curriculum change.

D-4

Indicators

What principal does:

1. develops a sequential system for review of curriculum with teachers — yes partial no
2. use a planning format to determine priority outcomes with timeline and manner of evaluation — yes partial no
3. discusses the curriculum with teachers before and after classroom observation — yes partial no
4. observes, analyzes and evaluates the classroom as a learning environment — yes partial no

Comments:

What teachers do:

1. participate in design and critique of curriculum — yes partial no
2. restructures classroom activities in terms of [illegible] curriculum — yes partial no
3. — yes partial no

Comments:

What students do:

1. — yes partial no
2. — yes partial no
3. — yes partial no

Comments:

What others do:

1. — yes partial no
2. — yes partial no
3. — yes partial no

Comments:

PRINCIPAL OBSERVATION SCHEDULE

Management of Instruction

Competency: The Principal develops and maintains standards and procedures for student growth, development and control.

D-5

Indicators

What principal does:

1. discusses individual student needs with teachers — yes partial no
2. establishes a student-teacher-parent communication system — yes partial no
3. establishes a system of student recognition & appreciation — yes partial no
4. develops a code of student rights & responsibilities — yes partial no
5. involves parents in conferences about student behavior — yes partial no
6. deals with students with reason & sensitivity — yes partial no

Comments:

What teachers do:

1. knows policies and procedures for student growth, development, and control — yes partial no
2. participates in conferences about student behavior — yes partial no
3. discusses individual students with principal and parents — yes partial no

Comments:

What students do:

1. knows policies and procedures for students — yes partial no
2. talks to principal about problems and concerns — yes partial no
3. _____ — yes partial no

Comments:

What others do:

Parents 1. participate in student conferences — yes partial no

2. _____ — yes partial no

3. _____ — yes partial no

Comments: